

Aleesia L. Johnson

Summary: Aleesia has 16 years of experience in education. Six years were spent in the classroom as a middle school teacher, and the past nine years have been spent in educational leadership—at both the school and district level. Aleesia has a personal and professional passion for serving students in low-income communities who have been historically underserved and deeply believes that building strong teams focused on clear strategic priorities will create the optimal enabling conditions for teacher and student success.

Employment History

Deputy Superintendent for Academics, Indianapolis Public Schools, April 2018-present

Member of Superintendent's Cabinet. 31,000 students. 44% African-American; 29% Latino; 21% White. 65% free/reduced lunch. 17% Differently-Abled Students. 16% English Language Learners. 88 unique schools and programs. 3,600 employees. 2,000 teachers and certified staff members.

- Create the enabling conditions for student achievement through the leadership and management of all district academic functional areas, including: Curriculum & Instruction; Performance & Continuous Improvement; Portfolio; Post-Secondary Readiness; School Supervision; Special Education; and Student Services
 - Managed the academic workstreams of the IPS high school reinvention process, leading to successful launch of College & Career Academies and successful transition of approximately 5,200 students
 - Led strategic planning process with Academic Leadership Team leading to launch of more coherent cross-functional school support teams and defined key priorities, initiatives, and milestones for next 24 months

Innovation Officer, Indianapolis Public Schools, June 2015 - April 2018

Member of Superintendent's Cabinet. 31,000 students. 44% African-American; 29% Latino; 21% White. 65% free/reduced lunch. 17% Differently-Abled Students. 16% English Language Learners. 88 unique schools and programs. 3,600 employees. 2,000 teachers and certified staff members.

- Led district efforts in the institutionalization of practices to select, implement, and evaluate the innovation schools strategy
 - expanded the number of Innovation Network School partnerships from 5 in 2015-16 to 20 in 2018-19
- Led district efforts supporting strategic school design in support of a transition to student-based budgeting financial model; oversaw launch of new autonomous school type within the district
 - expanded the number of autonomous schools from 6 in 2016-17 to 12 in 2017-18
- Led district efforts to transition the role of the central office to become more responsive and service-oriented to schools
 - multiple functional area teams developed menus from which schools can purchase central office services
 - developed and executing on a district-wide autonomy transition plan
 - developed and executed on transition to student based allocation model
- Responsible for oversight of 28 schools in the innovation and autonomy district portfolio
 - Since 2015-16, innovation network schools have achieved greater student growth than district overall
 - In 2017-18, 7 of 8 innovation network schools with tested grades earned an 'A' from the State of Indiana based on student growth outcomes
 - In 2018-19, 8 of 13 innovation network schools with tested grades earned an 'A' from the State of Indiana based on student growth outcomes

School Leader, KIPP Indianapolis College Preparatory, June 2012 - June 2015

354 students. 94% African-American. 96% free/reduced lunch. 30 staff members.

- Met or exceeded standards for student achievement as established by the Office of Education Innovation, the charter authorizer
- Achieved staff satisfaction results that met or exceeded KIPP national network average
- Achieved 51% increase in student retention year over year, from 38% to 89%

Assistant School Leader, KIPP Indianapolis College Preparatory, May 2010 - June 2012

282 students. 92% African-American. 95% free/reduced lunch. 22 staff members.

- Created and implemented a strategic plan to drive organizational goals and assess progress during year
- Leveraged strong relationships with all relevant stakeholders in order to increase school stability and sustainability in both operational and instructional practices
- Managed a team of 17 teachers in order to maximize effectiveness in classroom instruction
- Achieved staff satisfaction results that exceeded KIPP national network average
- Met or exceeded standards for student achievement as established by the Office of Education Innovation, the charter authorizer

Program Director, Teach For America-Indianapolis, May 2008 - June 2010

- Managed two cohorts of approximately 25 teachers serving in public schools to reach ambitious student achievement goals
- Exceeded achievement goals during 2008-09 and 2009-10 school years with an average of 85% of team accomplishing at least one and a half years of student academic growth
- Assessed qualitative and quantitative data to evaluate teachers' progress to goals
- Planned and executed rigorous professional development workshops to build targeted instructional skills
- Maximized Teach For America impact in Indianapolis by securing school partnerships to increase placement schools from 9 to 27
- Designed and facilitated professional development to ensure staff members are equipped to meet district strategy goals
- Executed matriculation and placement processes to ensure all teachers secure positions at partner schools

Founding Teacher, KIPP Indianapolis College Preparatory, July 2004 - May 2008

- Advanced students an average of 1.5 years in Reading according to NWEA MAP (Measures of Progress) scores each year as Reading teacher
- Served as a grade level chairperson and English Language Arts department chair
- Created community partnerships to establish extracurricular activities, a student counseling program, community service programs, and high school placement opportunities

Teacher, 6th grade Science and Social Studies at Paterson Public Schools, October 2002-June 2004

- Selected from competitive field to join Teach For America, a national corps of outstanding college graduates who teach in low-income communities
- Achieved grade level annual yearly progress by partnering with Reading teacher to reinforce content area reading strategies
- Nominated for Teacher of the Year by School 26 colleagues

Education

Master of Arts in Teaching, Oakland City University, 2007

Master of Social Work, Children & Youth/Community Organizing, The University of Michigan, 2001

Bachelor of Arts, Psychology and African-American Studies, 1999